

INSTRUCTOR CONTACT: Office - H820G

Hours - MWF 11.00 - 12.00 noon; F 2.00-3.00 p.m. & By Appointment.

TEXTS: McKay, Hill & Buckler. A History of Western Society, 2nd edition.
Schmiechen & McKay. Study Guide - A History of Western Society.

NOTE: There will be two midterms and a final. The first midterm will cover the material in chapters 16-20 in the textbook, and the second midterm will cover all the material in chapters 21-26. Check the day and time for your final examination to be sure there are no conflicts with your other finals. The tests will be a mixture of objective and subjective questions (multiple choice and essay type) Eighty percent of the final exam will be based on chapters 27-31 and twenty percent on chapters 16 to 26.

Study well in advance for your tests for good grades. Postponing and cramming everything the night before may be dangerous for your health and grade. Note that midterms follow weekends -- use those weekends to study.

Week of February 3

Background and Transition: Age of Exploration and Conflicts of Absolutism.
McKay, Hill & Buckler, chapter 16 (hereafter cited as MHB).

Week of February 10

The Russians, Prussians, Peasants and Absolutism.
MHB, chapter 17.

Week of February 17

Scientific Revolution, Enlightenment and their impact on Absolutism.
MHB, chapter 18.

Week of February 24

European Economy, Population Growth and Expansion.
MHB, chapter 19.

Week of March 3

Family Institutional Relationships and Culture.
MHB, chapter 20.

Week of March 10. (First midterm scheduled for this date)

Political and Industrial Revolutions.
MHB, chapters 21 & 22.

Week of March 17

Intellectual Revolutions.
MHB, chapter 23.

Week of March 24

Industrial Urban Culture.
MHB, chapter 24.

Week of March 31

Pre-World War I Nationalism.
MHB, chapter 25.

Week of April 7

Pre-World War I Imperialism and Conflicts.
MHB, chapter 26.

Week of April 14.**SPRING RECESS.****Week of April 21 (Second midterm is scheduled for this date).**

World War I and its Immediate Impact.
MHB, chapter 27.

Week of April 28

Culture, Politics and Economy in the 1920s and '30s.
MHB, chapter 28.

Week of May 5

The Rise of Dictators: Russia, Germany and Italy.
MHB, chapter 29.

Week of May 12

From Hot War to Cold War and other National Revolutions.
MHB, chapter 30.

Week of May 19

World View and Culture.
MHB, chapter 31.

Week of May 25.**FINALS WEEK.****IMPORTANT NOTE ABOUT EXAMS.**

1. In order to avoid any future misunderstanding or confusion please note that:
 - a) by signing up for this class you are making a commitment to be in class regularly.
 - b) attendance is expected and there is an attendance record kept.
 - c) you are responsible for all the class requirements even those given on the days that you are absent.
2. In order to avoid unfairness to the other students in class,
 - a) no make-up tests will be given except in cases of verifiable emergency. Taking your test late means you have more time to study than the other students.
 - b) if you have to leave any messages with Department secretaries (who are quite efficient) be sure
 - i) you get the secretary's name and the time of your call.
 - ii) immediately after the call send a written note to the instructor
 - c) if your transportation is not dependable, arrange for alternative means of getting to campus on exam days.

Hist110B Class notes

1 COURSE OUTLINE

Spring 1987, HISTORY 110B

Dr. M. Nyaggah

Course Outline

WESTERN CIVILIZATION

SINCE 1600

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Schmiechen & McKay. "Study Guide - A History of Western Society."

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Political and Industrial Revolutions. MHB chapters 21 & 22.

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Intellectual Revolutions. MHB chapter 23.

Week of March 24 -

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Pre-World War I Nationalism. MHB chapter 25

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Pre-World War I Imperialism and Conflicts. MHB chapter 26

Week of April 14 - SPRING RECESS!

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Week of April 28 -

Culture Politics and Economy in the 1920's and '30's. MHB chapter 28.

1.1 part 2

Week of May 5 -

The Rise of Dictators: Russia, Germany and Italy. MHB chapter 29.

Week of May 12 -

From Hot War to Cold War and other National Revolutions. MHB chapter 30.

Week of May 19 -

World View and Culture - MHB, chapter 31.

Week of May 25 - FINALS WEEK!!!

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2 February 3: INTRO

February 3, 1987 - *** History 110B Intro ***

Mougo Nyaggah office H- 820G office hours: MWF 11:00-12:00 F
2:00-3:00 PM

office phone number: 773-3104 (messages: 773-3474)

How to Read -

Study the maps; study guide see:

pp 123-125 A-1 thru B-3

pp 134-135 C-1 thru C-4

pp 187-189 D-1 thru D-3

pp 230-231 E-1 thru E-5

pp 288-289 F-1 thru F-3

facts/events-interpretation of events not just years
(dates) History is the the study of the ROOTS OF CIVILIZATION;
civilization is the way of life-culture of a people or peoples;
History used to be study in terms of Great National Heroes or
in terms of Great Wars (Events). History is Economics (methods
of exchange), politics (the art of gov't), religion (the
relationship between humans and the supernatural),
recreation/leisure, family, courtship, kinship relationships,
socialization, books, ideas, inventions, industrial revolution,
alternative forms of energy, scientific method, intellectual
history.

From the 1600 to the present

3 February 10: ABSOLUTISM & CONSTITUTIONALISM (MHB 16)

2/10 - HIST110B

ABSOLUTISM & CONSTITUTIONALISM (CHAPTER 16)

Question: What constitutes Western Civilization? Way of Life - Culture.

Absolutism - France, Russia, Prussia

Constitutional gov't - England (1688 - Parliament supreme element)

(1) *** Religion - Catholicism -

1517 - Martin Luther questions the Church Hierarchy; middle aged when John Calvin - who is identified with Protestantism and the rise of capitalism - movement based on an idea of hard work and saving one's soul - not working. Economic impact - become the Puritans and french Huguenots.

1580 - Henry IV - Edict of nantes - Protestant nation.

1680 - Louis XIV - removed the edict - non-Catholics flee to England and Holland (whose economies are improved by the influx of skilled laborers). Religion was an issue!

(2) *** Idea King = supreme power - as in France.

(a) political marriages

(b) diplomacy

Henry IV - Louis XIV Eng/France 100 Years War

(a) Create standing army

(b) revive old bureaucracy

(3) *** PEOPLE:

France: ABSOLUTE POWER

Henry IV - 1589-1610

Louis XIII - 1610-1643

Louis XIV - 1643-1715 (1661 - first year of adult rule)

Cardinal Richelieu (Armand Jean du Plessis) 1585-1642

Mazarin - 1602-1661

Economic Policy: two people to know:

Sully - 1560-1641 (revenue planning) Colbert - 1619-1683
(theory of commerce - mercantilism)

Sell more than one buys - self-sufficient; high tariff (protect home industry; support local industry; establish colonies (for goods or raw materials not within mother country); build up wealth for themselves - free trade is not enough for young industries --- high tariffs - advocated strong merchant marine forces; free trade is okay when dependant on export industries; the relationship between foreign trade and foreign policy (eg., South Africa).

3.1 part 2: France and It's Wars

*** FRANCE AND IT'S WARS

1660-1680 Austria/Germany territory; Prince William of Orange (the Netherlands) marries Princess Mary, goes to England following the expulsion of James II by the English Parliament.

1701-1703 - War of Spanish Succession - Spanish King - Charles V throne to Prince Phillip of Asu - leader of the Holy Roman Empire. Prince Phillip nephew of Louis XIV - "The Piranees are no more!" Wants to annex Spain as part of France - upsetting the balance of power. England, the Low Countries, Austria versus France. The Treaty of Utrecht (1713):

England gained Nova Scotia & Gibraltar and the power of the Asiento treaty (granting England shipping rights within Spanish waters and to Spanish territories; eg., the slave market; Spain lost in two ways - had to pay for English shipping and lost the revenue in doing its own shipping).

Spain ceased to be a major European power: pre-1588 - Spanish Armada off the coast of England - to teach the English a lesson (prior, spanish monopolized new world bullion---English share gained through piracy until the Spanish Armada was defeated) - reduced bullion trade - decrease power; non-productive attitude - distained Calvinistic ideals, eg., re-invest, hard work, etc.; the Spanish invested in land

(instead of industry) and entered monasteries.

*** ENGLAND - conflict of the monarchy and parliament

James I - 1603-1625

Charles I - 1625-1649 (beheaded)

Oliver Cromwell - 1649-1658 (Lord Protector - e.i., military dictator)

Charles II - 1660-1685

James II - 1685-1688 (kicked out)

William Laud - 1573-1645 (Archbishop of Canterbury - book of common prayer to the Scots)

William & Mary - 1689

James I claimed he could rule England via Divine power - Royal Absolutism - not acceptable to the English because of the Magna Carta (1215, "Great Charter"); no rule/no taxes without consent of Parliament; IDEA - people taxed to pay for the king's wars - members of Parliament advisors to the king. No one was above the Law --- laws, not decrees (eg., France); Raised question which would have violated rights of the people. James I tried to rule without Parliament - Charles I - riots of the Scots (John Knox - Scottish Presbyterianism) and William Laud tries to impose book of Common Prayer on the Scots - 1640's riots; . . .

3.2 part 3: England - Conflict of the Monarchy & Parliament (cont.)

Debate: it's good to crush the Scottish revolt but wouldn't turn over an Army to the King because he'd be likely to use it against the members of Parliament; debate resulted in the Triennial Act (Parliament required to meet at least every three years); Parliament raised its own army (with Cromwell as commander) impeached and beheaded Laud, abolished the episcopacy (the Church structure), impeached and beheaded Charles I.

Cromwell - dictator - censored the Press and theater - crushed the rebellion in Scotland and Ireland, kicked out the priests (loyalty to the king).

Characteristics of the Parliament - educated, guardians

of the national purse, wanted to play a major role in expenditure of the national revenue, many protestants; middle class - opposed to Divine Rule mentality of James I; Problem continued with Charles II and James II - Catholic King - a major fear in England. Parliament controls - William invited over; cabinet system, bill of rights. William's reason - animosity toward Louis XIV - in England William would have a larger army to beat Louis XIV with.

4 February 17: ABSOLUTISM IN EASTERN EUROPE (MHB 17)

*** MHB 16 (cont.)

Characteristics of Louis XIV ---> army! Eastern absolutism;

England's monarchical development:

Stuart Monarchs & Parliament (who thought of themselves as the guardians of the national revenue; protestant work ethic of Calvin and Luther; arch opponents with the monarchs).

Eg. test questions:

Discuss main difference between the Stuarts and Parliament 1603 - 1688?

Long Parliament (1640-1660); why was it so important? (1) Triennial act, (2) impeached/beheaded William Laud, & (3) impeached/beheaded Charles I.

Who was Oliver Cromwell - Lord Protector - what was so important about him? (He established a military dictatorship.

Synopsis of English power struggle:

1660 - Charles II - asked back by Parliament - power struggle with Parliament.

1685 - James II - moves England closer to Catholicism (has a son)

1688 - glorious revolution - William & Mary of Orange asked over from the Netherlands - "A Protestant King forever," per Parliament. It was not a democracy for the masses, but for the aristocracy.

Spanish Troubles:

Spanish War of Succession; Peace of Utrecht (1713); Netherlands - 7 provinces - strong provisional but very weak . . . Treaty of Nantes; good for Puritans

John Locke - "life, liberty & property."

*** MHB 17: EASTERN ABSOLUTISM

3 areas: Prussia, Russia & Austria. Similar with France - strong leaders; Attempt to build a standing Army

(eg., Prussia vs. Sweden then turned on self or Austria vs Bohemia . . .); crush war and then used army for internal struggles.

Prussia - solders given land of nobles as payment for work done, new class of nobles that serve the Monarch;

Russia; Vikings - Mongrels - coming War; 1331 Administration out post at Kiev and then Moscow; Struggles of Ivan the Terrible & Peter the Great; Important factor ---> Peasants and no real middle class (1200-1300 - events of Western European establish emergence of the middle class). 1 year and 1 day equals freedom for the runaway serf; beginning of capitalism and middle class with the freeing of the peasants; the middle class doesn't occur in Eastern Europe or Russia.

*** NAMES:

AUSTRIA

1619 - 1637 Ferdinand II

1658 - 1705 Leopold I

1711 - 1740 Charles IV

Suleiman the Magnificent (Ottoman Empire) 1520 - 1566

4.1 part 2: names (cont.)

PRUSSIA

1640 - 1688 Frederick William, The Great Elector

1688 - 1713 Elector Frederick III, The Ostentatious

1713 - 1740 Frederick William I, The Soldier's King

1740 - 1786 Frederick II, The Great

RUSSIA

1328 - 1341 Ivan I

1462 - 1505 Ivan III

1533 - 1584 Ivan IV, The Terrible

1598 - 1613 The Time of Troubles

1689 - 1725

Peter the Great

*** BASIS FOR EASTERN ABSOLUTISM

The Peasant! In the struggle between members of nobility and the role of the King the peasants were often the bargaining chip. The Peasants were serfs/slaves; after 1500 it became a fact of Absolutism; rights of nobility; rights of the land.

(1) Taxation (w/o consent) - Prussian nobility = "Junkers"; Russian nobility = Boyars; Russian serfs = "Kholops"; Monarchs/nobility gain power in Eastern Europe.

(2) gain/maintain a standing army

(3) conducting foreign policy w/o consulting nobility.

Influence of Louis XIV on Eastern Powers: Baroque art & castles (modeled after Versailles); symbols of power cloned from Louis XIV.

Nobility weakened because of extended wars and unable to block the development of a strong monarchy; confusion regarding the divine right to rule; no middle class in the east; the power base ---the city---businesses controlled by the monarchs did not encourage growth.

*** AUSTRIA

Hapsburgs - Bohemia; 1618 - 1648 Thirty Year's War; nobles lost land and power - given to soldiers new force in the kingdom; Ottoman Empire used as card in Hungary to keep Austria off balance.

*** PRUSSIA

Brandenburg - Frederick William, the Great Elector; taxation with consent then w/o consent; Army.

*** RUSSIA

Vikings - commerce and land; landed aristocracy & nobility = Boyars.

Ivan the Terrible: eg., relationship with Middle

Class --> successful? He'd take over - no room was given for success ---- used secret police - roots of KGB (?); rewarded own cronies; allowed harsh treatment of serfs and subjects; took and reassigned lands.

Peter the Great; 14 tier organization, everyone starts in the beginning. Army or administration --- Army for life; Protava vs. Sweden

4.2 part 3: TOWARD A NEW WORLD-VIEW (MHB 18)

*** SCIENTIFIC INQUIRY

Verifiable, repeatable:

- (1) Method being used
- (2) Materials being used
- (3) conclusions

Copernicus - Brache - Kepler - Galileo - Newton --->
Geocentric to Heeliocentric.

Ideas embraced by scholars and spread producing period
of the Enlightenment. How did they spread? Salons (in France)
--- "Parlor talks"; Enlightened Absolutists . . . books by
Enlightenment writers: Voltair, Locke, Fontenelle, Rousseau,
Bacon, Decartes . . . etc.

5 February 24: TOWARD A NEW WORLD-VIEW (MHB 18, cont.)

*** The Scientific Revolution

1500 - Aristotle - classical ideas of Science - Ptolemy; Science and Churches and Ideology ---> Agreement; Speculation. Geocentric to Heliocentric (1550 - 1750) Copernicus - T. Brache - J. Kepler - G. Gallilee - I. Newton; New use of science - particularly mechanics - knowledge dependent on scientific research (versus speculation).

(1) Kepler's Laws; (2) Galileo - theories of acceleration - inertia law; (3) Newton - Inertia---> Gravity - synthesized the works of others - use of mathematics. Discovery of the New World - navigation, weapons, A NEED -research with practical application to society at large (following 1500).

Natural sciences leading to the Social sciences.

*** N. Copernicus.

+Revolution of Heavenly Spheres+. Earth revolves, not the heavens; the size of the universe, extremely large.

*** Kepler's Laws

(1) revolution was elliptical of planetary bodies; (2) Planets didn't move at the same speed; (3) duration of planetary revolution is related to planet's distance from the sun.

*** Galileo

Work of force acceleration and gravity.

*** Newton

Law of gravitation; extension of Kepler's and Galileo's work; force of attraction: mass & distance.

*** WHO SPREADED THESE IDEAS?

The Philosophes:

*** Francis Bacon (1516-1626)

+Novum Organ+, "New Instrument", science can only advance to the level of certainty through empirical knowledge --> eg., particular observation leading to general knowledge; discard past knowledge based on speculation.

*** Rene Descartes (1596-1650)

value of an idea = it's utility; usability; rationalist
- mathematics and science - reasonable deduction, doubted
everything - sceptics; universe can be discovered objectively
without the use of theology.

*** England

W. Harvey observed/described the circulation of the
blood

Boyles Law - constant temp. volume of pressure -
observed various difference between element - discovered
difference between compound and mixture.

*** France (Cartisian)

Pascal - Theory of Probability (thinking machine)

Spinoza - geometry applied to Ethics - single substance
existed

Fontenelle - popularizer of science

Pierre Bayle - Hist/Crit Dict ---> theory of cultural
relativism; no one culture is superior or inferior to another.

5.1 part 2: Who spread these ideas? (cont.)

John Locke - Gov't = contract thing - the function of
gov't to protect property and life; human child - blank mind
(tabula rasa); experience = knowledge.

Rousseau (1712-1778) - took tabula rasa; gov't = social
contract

Montesquieu ---> absolutism

Voltaire ---> master satirist

d'Holbach - atheist from observation of universe

Diderot & d'Alembert ---> Encyclopedia - ideas
disseminated through salon - M. Geoffrin, du Defand, de
Lesinasse

*** Enlightened Absolutism

Joseph II of Austria - (-1790) abolish the taxes, build school (educated), spread the tax load (minimize load to the serfs), turn over industry for efficient use to charity. Leopold (-1792). Francis II --- un-did all of Joseph's work (-1835).

Catherine the Great (1762-1796); frequented the salons, serf freedoms expanded - reform until 1773 - Emelian Pugachev - peasant revolt! Ceased reform - continued Peter the Great's westernization of Russia.

Louis XV - look up!

- physics - chemistry - astronomy - Aristotelean - worldview - why accepted? Accomidated Church view --- place for God; Newton/ each ones importance; Copernicus; Kelper - mathematics/astronomy (1st astronomer to use mathmatics to from theories); Brache; Bacon/Descartes --- sceptics - existence of God - can you know religious truths; peaks mid. 18th century (1750's) - philosophe's idea: to reform society & humanity; navigation; rise of mathmatics; role of madams; Catherine the Great - size of Russia, size of Poland, torture stop 'til Pugachev; Joseph II; Voltair ---- believed in Enlightened Kings --- encourage social charge --- social equality (radical for philosophes); Louis XIV - dies ---> power to mobility judges given back power economic problem tax base fall - expenses - still climbing; Bacon/Descartes----philosophical empiricism

5.2 part 3: THE EXPANSION OF EUROPE IN THE 18TH CENTURY (MHB 19)

*** Economic development & expansion:

18th Century - Agriculture. 16th - 18th cent changes:

(1) Land - old methods - result? population increases when land produces enough - population decreases when the land does not produce enough. If enough then ---> population increases - consumption of goods increases - people work "more" - textile development - cotton/weaving - who's involved - anyone (women, men, children) who can talk, eat, uncrippled ---> cottage industry; Too expensive to work with city labor ---> employ country bumpkins in cottager industry says merchant capitalists sold to cities for city profits ---> invested more need new markets; to the continent - France, Germany, Netherlands, (1700-1780) to the colonies.

*** Expansion into Atlantic Market

- Cottage industry

- Atlantic market - where battles will be fought. Meerchantilism/ colonies trade on England ships only --- Navigation Acts - Cromwell; Dutch losses (1660's) Dutch-Anglo Wars, international trade - where wars fought. colonists want cheap molasses from the Spanish colonies --- British don't want that.

- Agriculture - changes

farming methods - couldn't grow enough; crop failures = death; 1360-1450 bubonic plague; small pox . . . population decline; 1770's Louis Pasteur - method of sterilizing, quarantine used diseases; 110 years War; 1618-1648 German 30 Years War; How did changes take place:

(1) open field system abolished

(2) 2 through 4 crop rotation

(3) eliminate the commons

(4) fertilization - animal manure

(5) marsh land reclamation (eg., the Netherlands; wind power to pump out marshland and re-use land)

(6) planting method (tossing vs. planting deeper)

(7) breeding techniques (more beef/milk/etc.)

Now population going up; results---> cottage industry -
cotton/wool to the countryside - overseas market.

6 March 3: THE EXPANSION OF EUROPE IN THE 18TH CENTURY (MHB 19, cont.)

Reasons for population rise and fall: the agricultural revolution 1500-1800

(1) relationship of land and agriculture and livestock and food and population

(2) last of the European Wars

(3) Bubonic plague - use of quarentines; medicine - John Lester, Louis Pasteur; improvement diet/health/no wars population increase

population rises = creates consumer demands. going from 1500 to 1700 population goes from "X" to "X plus 1 million"---this creates demands, that is, effects somewhere else, where product is made; development of cottage industry in the rural countryside area ("putting out")--- to the less expensive labor, investing in rural industry rather than more expensive urban (union/guild) labor forces; English phenomenon - saturate market, move product into the continent. Either continental market is saturated or gov't intervention (tariffs) --- expansion into the New World.

Colbert/Suley merchantilism:

(1) support industry in own country

(2) favorable balance of trade (sell more/buy silch)

(3) build tariff wall

(4) transportation (merchant marines; don't pay foriegn countries to carry goods)

(5) colonizing - new raw products and markets

- exterminate indians (wouldn't work with whites)

- indentured servatns (abundance of lands)

- bring slaves from African continent

creoles (American born Spanards), mestizos (mixture indian/spanard), indians (indians).

Triangle - mollasses (sugar, Caribbean) - Rum (New England) - Slaves (Africa). (add goods from Europe for fourth part of cycle). Navigation Act (1st one made by Cromwell). 7

Years of War, 80 million pounds national debt passed on to colonists.

Agricultural changes (again):

- (1) crop rotation
- (2) breeding mothers (better mates)
- (3) reclamation of land from marshes (Dutch advanced in this area, taught English)
- (4) enclosed land - is common zone or closed land.

class of tenant farmer; cottage industry problems: (1) imbalance between weaver and spinners; (2) population increases; cottage industry changing to factory system; trade curve, 1700 to Europe, 1780 twice as much to New World; what was mercantilism; navigation laws; what was attitude to the

6.1 part 2: THE LIFE OF THE PEOPLE (MHB 20)

Economic changes to marriage.

Rural = extended/nuclear family; social pressure pregnancy = marriage but with cottage industry more economic freedom which resulted in greater promiscuity and therefore more illegitimate births and fewer marriages. (economic effects).

Foundling hospitals; abandoned - if not able to keep them

*** Attitude toward Children

discipline, don't get attached, child/infant mortality rate is very very high. Wet nurses.

*** education: bible schools, public schools not common in this era

*** foods

Poor: little protein, brown/black bread, higher nutrition, vitamin values. Rich: no vegetables; new foods from the new World.

*** medicine

faithhealers, exorcists, apocatharies (pharmicists), surgeons.

Lester ---> germicide

Pasteur ---> heating process

Jenner ---> small pox vaccine

marriages - economic dependent; characteristics: nuclear/decline of extended; families breaking down; why? Early births-advent of marriage and romantic love (supplanted economic marriage); illegitimate births rise in the 18th century; attitudes towards children; education - how supported (church); after 1800 longer lifespan, why? improve diet (scientific idea), medical results (Jenner/Lester/Pasteur); hospital conditions; who were the wet nurses; foundling hospitals -alternative to abandoned children; impact of diet.

30 multiple choice; fill in essay question; green scantron 882; 50/50 question plus blue book and pencil . . .

TEST COMING!!!

7 March 24: Industrial Revolution

March 24

(don't ask me what happened in the intervening weeks - I guess I figured I was better off just reading the fucking book).

1890's Irish battling with the Brits ---> international-national policies - policies formed with economic interest groups --- lobbyists . . .

NATIONALISM---> common language, culture, history, territory, ideals (no one out there wants any favors, they just want their rights).

REVIEW:

Water loom, skinny Jenny (I know her!), Water Frame, Steam engine, steam condenser.

Matthew Bulton - financier

John Wilkenson - precision tools

H. Cott - process of rolling iron

G. Stevenson - train engine (rocket)

Industrial Age - information spreaders . . .

Belgium

Ruhr valley

F. List - economic nationalist

Blake/Wordsworth - Critics of Industrialization - environmental problems - romantics

Marx/Engles - class struggles - socialist movement - industrialization sham - workers taken advantage by middle class - profits = stolen wages

E. Chadwick - supporters of Industrial Revolution

R. Owen - co-operative movements - New Harmony.

highlights:

Brittish - 1830's led industrialization - elements that contributed to the industrial revolution:

colony trade, effective banking, domestic market/restricted, low food prices, laissez-faire economy "free/unregulated economy" (Adam Smith), stable government.

Factors missing in continent (why industrial revolution slower):

poor economy, ineffective financing, loans, unstable government.

Industrial revolution brought important changes to workers. Workers preferred factory (family group) to railroad.

use of coal, steel, waterpower - solution of the energy crisis.

Alternate to industrialization ---> Ireland: dominated by absentee landlords, mono-agriculture (dependent on potato, failure=famine), married early, big population, big burden, no social security system therefore child of old age. Pop increase due to lack of industrial revolution.

Creation of railroad system: reduce transportation costs ---> markets widened ---> more sales ---> move people into urban areas.

Engels/Marx - critics of English Industrial Middle Class - was Industrial Revolution good or bad? Political changes to improve conditions - Factory Acts 1833 (Eng.) unionization - chartist movement --> widen franchise among the males - upper class and middle to workers.

7.1 part 2

Owen ---> cooperative/socialist communities. Number of workers tried to destroy equipment - Luddites.

Early factory system: clothes inexpensive, employment of women and children, less dependent on agricultural system.

7.2 Ideological Upheavals

Ideological Upheavals (revolutions) 1815 - 1848

Impact of economic/political revolutions:

Newer movement of liberalism - broader than earlier liberalism before = equality for economic opportunities then people wanted representation then freedom of speech, assembly, to petition gov't.

On the RIGHT: (upper class) E. Burke - rights of the upper class threatened by liberalism (eg., the 10 Bill of Rights) eg., the French Revolution --- Montonique - threatened by rising Nationalism within Austrian territory - Chec's, Hungarians, beginning to emerge.

On the LEFT - Rise of Nationalism and Liberalism - Nationalism - bring up feelings of the oppressed two feared the most: Austrian and Turkish empires ---> the Balkan States.

How to divide the National pie? Who gets what? French Socialists ---> intellectuals.

Reforms - Germany/France ---> 1840's attempts to form liberal/revolutionary gov'ts ---very unstable---1848's aristocracy gathering.

ROMANTIC MOVEMENT: eg., 1960 type movement) --- let feeling/senses go---sensuous feelings more important than materialism, not in/more committed to emotions.

1815 - Peace Settlement --- Balance of Power - prevailed after Napoleon failed - t_____ of alliances.

8 March 31: Intellectual Revolution

Conservatives vs. the Liberals (Nationalists) 1815-1848.

1770's Merchantilism's important - then questioned esp. gov't regulation/effect on economy.

ADAM SMITH ---> gov't reg. not good, stifling economy, labor should be free of regulations/restrictions. Less incentive to produce if not reward with fruits of labor---> free market economy (laize-fair)

THOMAS MATTHEWS - over population - "family planning" (p. 806)

DAVID RECORDS - supply and demand (p. 806)

Economists---we have to pay workers full value of their work---uncompensated=level of theft. Stolen wages - how to avoid: plan econ establish cooperative system.

Marx - upper & lower class and middle class - "Bourgeoisie"; society as faction of contradictions --- success = prolitariate state of peasants.

ROMANTICISM

Rebellion against Classicism, writing reason, painting restraints (picture 60's hippies . . .) looking back other cultures (children of the middle and upper classes)

1840's unemployment

1815 Eng. ---> Corn law (tariff) landowning aristocracy - protectionism --- consumers suffered.

8.1 Review points

romanticism

classicism

nationalism

liberalism

conservativism

painters/musicians

ideas of each person

french socialists

Metternich/Ricardo

Marx's perpetual class struggle- profits = stolen wages

Chartists - reform act/Mines act.

Louis XXIII, Charles X

Provisions of the Vienne Peace

Aristocracy - what did they want?

Equality & Liberalism - restrictions

French Socialists = Utopia

Hegel---> Marx (History = dialectical conflicts, materialism, rethinking)

Nationalists

Corn laws - Reform laws

8.2 LIFE IN URBAN SOCIETY (MHB 24)

Effect of the indust. rev: populations move to urban areas-cities unhealthy, reforms to meet needs.

URBAN CULTURE:

problem of congestion: unhealthful conditions, unemployment, drinking (gin), narrow streets/horses/animals, social problems, moral twisting, eg., prostitution, homosexuality.

Improve the conditions ---> widen the streets, use of steel piping, jobs,

Realism: artists/writers concerned with the conditions of the poor.

Class system/social stratification.

Upper class (upper/middle/lower) ---> trad. aristocracy

Middle class (upper/middle/lower) --> professionals, bankers, overlapping of upper middle class and lower upper class.

Lower class (upper/middle/lower)

Perspective influenced by position within classes, "they" = other classes. Value system, manners, expectations of children, amt. of money spent on prestige items, mode of recreation, how they raised their kids, working conditions.

STATUS SYMBOLS: dinner parties, working very hard ---> trying to move to u/c, how many protein courses (5 trad. u/c) ---> 25% to 30% budget devoted to dinner parties. Good moral attitude re: raising the children, contrast with sexual practices (prostitution and brutality). Marriage (1850's)---> romantic reasons--children being taken care of --- breast feeding declines-illegit. decline-men trad. breadwinners, chauvinism---roles rigidified---women service, men come home to be served.

Lower Class: 15% of pop---> labor aristocracy, labor upperclass - plumbers etc.

-semi-skilled

-unskilled

recreation: drinking. Family: important ties (kinship ties), child raising.

9 April 7: LIFE IN URBAN SOCIETY (MHB 24, cont.)

Children no longer viewed as \$ _____(?); women not working in factories as much ---more homemakers---> middle class---more white collar type jobs - male type jobs---sexual division of labor develops. The role of working at home (homemaker).

Class structure: subclasses within class system; perception of class symbols ---> multiple protein meals; symbol - dinner parties very important---25% of one's income-move up close to upper class. Upper Lower Class, group that felt that it led the others - values more closer to Middle Class - skilled laborers.

9.1 Review Points

Urban Areas --- what were some of the factors that led to deplorable conditions:

not generally bothered by dirt

over crowding

transportation

health conditions

gov't neglect

rural to urban move amde blindly and ignorant of urban ways

End of the century, how did things change? 1850-80 Paris, broadening of the streets, technology being used---> iron piping underground sewage system, transportation improved, education/use of urban facilities, comprehensive urban planning, George Houseman---> Urban planning movement.

pop in urban area 1800-1900 becomes highly deversified, upward movemnt between u/m/c and l/u/c okay, difficult to become u/u/c or m/u/c if not born to it. Marriage between classes very difficult.

1900:

status changing with women, birth ratee declining, breastfeeding more common with ordinary woman---wet nurses declines. Homelife--> homemakers valued

Louis Pastuer & Jenner ---health conditions improve.

Realist - realism rebelling with romanticism.

Zolan ---> looking at conditions of the poor and women in sweatshops. Empiricism---> strict objectivity (p. 868) - critical of m/c values and lifestyle.

Industrial development, was there gap between rich and poor growing like Marx said or was there value to Industrialization?

Recreation: drinking, dueling, prostitution - growth of stern puritanical morality which contributed to increase of prostitution ---> contribution eg., Spain, women must be virgin at wedding but men must be experienced---> how does one reconciled this? late middle class marriage---money in middle class men----unemployment with women

Kinship ties---> home-for women, freudism, darwinism-biological principle applied across the spectrum of human experience

9.2 THE AGE OF NATIONALISM (MHB 25)

1848-1914 PRE-WWI.

Within political boundaries of various countries. Liberals activated radical group interests ---> reforms. Liberals enact Chartist movement, conservatives still resisting reform came in as a concession to other groups. eg., Napoleon---> changes but not too much! question: what is democracy? Who can run the democracy-workers, aristocracy, middle class, king? co-optation---> give former opposition jobs.

Uniting of Italy: threat of war --- Cavour and Garibaldi.

Germany: Unification with skillful use of her common language, culture . . . 1871-88 Bismark ruling germany (1871 = defeat France - speak of a German nation)

Russia: loss of the Crimean War (Sergei Witte) need of reform, frees serfs, only concession or gestures, middle class not given freedoms.

10 April 21: THE WEST AND THE WORLD (MHB 26)

Pre-WWI Imperialism & Conflict: (1850-1914)

Capital accumulation looking for an outlet---> Africa
-- the Suez, Central America---> the Panama canal, Railroads.

- need to invest funds made

migration from Europe to other part where better economic opportunities (Italians to Argentina as seasonal workers, displaced workers artisans).

Anti-Asian Laws --- xenophobia---Indian worked sugar cane fields in South Africa

- Capitalism

- economic opportunities

- prestige

eg., Leopold II of Belgium or Bismarck (pre-1888) German East Africa - Tanganyika, German Southwest Africa, 1871 - Germany united (resources):

British troops meet French troops @ Fashoda . . .

Suez canal

3) Migration - conflicts emerge.

1840 - British Opium Wars - Treaty of Wanking/Commodore Perry
1853 opens Japan.

What happened later - after colonialism, imperialism.

Social Darwinism ---> Racism, social differentiation, 2nd class within own society.

Indian National Congress: Indian Elite. Traditional resistance doesn't equal good ---- modernist/radical- no cooperation-must fight for better conditions/rights---Nationalism of colonial groups-nations. Ideas of liberalism brought out from Western states.

10.1 Review Points

General:

International trade:

19th century and after - number of reasons - communication/transportation improved, policy of free trade (1830's-British advocates), need for investments

Migrations:

populations (improved health), 1870's fluctuation European Econ- Employment displacement (artisans), conservative re-control-Radicals migrate social/political reasons, greater opportunity - manifest destiny [to civilize the barbarians]. John Hobson +Imperialism+ ---> colonizing of the 3rd world---> hypocrisy- discriminate against civilizations; Italians seasonal migration to Argentina, Asians migrate; didn't return---> Irish, Russian Jews. Economic stratification---> reasons for immigration.

Asia:

China/Japan---"opened" via violence.

Indian Nationalism

Commodore Perry

Migration of Asians to Africa---Islands, US . . .

11 April 28: THE GREAT BREAK: WAR AND REVOLUTION (MHB 27)

Pre-WWI - Britian and German competition ---> colonies - s/w
Africa - English, South Africa - 1899 Anglo-Boer Wars

Balkan tensions

suspended liberties - speech/assembly, strong anti-German
sentiment in US "Sour Kraut"

result: efficient gov't practices (socialistic) for war effort.

Eastern Front - Brest-Litovsky 1918-21 - dev of USSR, Trotsky,
Stalin - Lenin's limited capitalism - farmers sell goods.

1918 - Ottoman's defeated by English, Austria-Hungary.

11.1 Review Points

General:

system of pre-war treaties by Bismarck until 1888 - Emperor's
League, etc. Formation fo New Blocks - 1888-1914

Foriegn Policy Debacle:

- heightened Nationalism - Central Europe
- Nationalism
- Militarism
- Agressiveness

Political consequences:

- underestimated reaction of German Blitzkrieg
- Balkan affair, 1878-1914 emerging nationalism
- Austria-Serbian Wars

1917 ---> RUSSIAN REVOLUTION, 1918 Germany/Austria

Morocan crises

type of war---impact of the war on the economy (planned control
of economy)

Treat of Versaille

League of Nations - clauses

Defensive Alliances

Germany:

- objective of alliances - isolate France
- Anglo-French alliance
- US/Anglo Lend/Lease
- Schlieffen plan (blitzkrieg)
- Role of William II in bringing about tensions (unwilling to renew Russia/German alliance)
- Russian Revolution effect on Germany.

Russia:

- Russia pre-1918---> economy/political corrupt/worker disenfranchised. Lenin at point of dissatisfaction: Revolution in even a backward country (like Russia)--> leadership - Trotsky, discipline - Stalin.
- Strategies to consolidate power: propaganda/secret police/slogans - "lend power peace"

Balkans:

- Nationalism vs. Turkey and Austria
- Archduke Ferdinand
- Bosnia/Herzegovina

12 May 19: DICTATORSHIPS & WWII/THE RECOVERY OF EUROPE & US
(MHB 29 & 30)

EXAM:

know European Map (countries and cities)

migrations to (Irish to US, Canada, England)

chapters 26 through 30

two scantron 882's

small blue book

essay --> detail, not expansion

cause of WWI ---> multiple points

identification of people

12.1 WWII

Rise of Hitler - Russia

Depression/unemployment

'33 45% pop vote

other parties failed to form an alliance to overthrow Hitler -
who ruled by decree:

- eliminate opponents (coined phrase "enemy of the
people/state" by Hitler/Stalin)

- Gestapo vs. Brown Shirts (stormtroopers)

- Overran DMZ (Ruhr Valley) - okayed by Brittan

- expanded army = beat unemployment

- non-Aryan = slave labor

- land-hunger ---> benefit of Nazi state - new totalitarianism
on the Right (right of property recognized vs. Left ---> right
of property not recognized, eg., USSR).

Hitler - turn around Germany from Treaty of Versailles
- '38-'39 - employment on the move - Schieffen plan of war
assumptions wrong in Hitler's plan.

1939 - invasion of Poland - after Munich Conference.

1939 - 1942 - Blitzkrieg worked to certain extent. Turn in '42 - invasion of Americans and British in North Africa.

2 Theaters of War: Europe & the Pacific.

Japan after "opened" by Perry - Japan learned from Western Powers - modernized. Army became imperial power - ancient animosity between Japan with Korea & China.

Pearl Harbor - Dec 1941

Turning point - 1942 ---> Germany's Air Force can't inflict enough damage on England - rationing/industry failure

May 7, 1945 ---> Germany Surrenders (following Italy/Normandy/Russia fronts)

Pacific Theater ---> assessment - 250,000 to 1 million Americans to defeat Japan (on Japanese soil) ----> Truman drops the big one.

12.2 Russia

1924 - Trotsky & Stalin

- Stalin ---> more of a pragmatist - Russia is different ethnic groups - limited independence of ethnic groups - concessions to groups - Union of Soviet Socialist Republics.

- Trotsky ---> in favor of international workers revolt - export revolution

- Stalin "not good policy"---> don't spread Marxism to other European countries ---> consolidate power.

- '28 - '29 Small Farmers - Kulaks - by NEP (New Economic Policy '21) - overthrown by Stalin - new middle class (bourgeoisie) vs. revolution.

- Attempts to industrialize country. 5 year plans. Railroads, schools, women's status, plus secret police to keep everybody in line.

- 30's engineers/technicians from the West unemployed goes to Russia.

12.3 After the War

1945 - 1980

War temporarily suspended East-West conflict. China, Russia, Eng, US at Yalta, strategy to defeat Germany but no question about what to do afterward.

Truman doctrine - do everything to contain the spread of Communism:

1 - plans to help Western Powers recover ---> Marshall Plan (22 billion dollars) for Europe & OEEC - Organization of European Economic Cooperation. ---> Shuman Plan - European economy - dist. of coal and steel. ---> EEC 1950's (European Economic Community) to become the European Common Market (France/Germany/Belgium/Italy) to get around tariffs.

2 - Defensive Organizations - eg., NATO (North Atlantic Treaty Organization) SEATO/CETO vs. the Warsaw Pact countries (Eastern Europe).

Economic plus Political Aid ---> satisfy the people with employment (helping Europe gain stability) or face possible revolutions.

European power with the US vs. Communism.

Russia:

Stalin 1924 - 30's - fights with the West vs. Hitler - committed to Marx-Leninist Ideology - control Eastern Europe.

Khrushchev --- anti-Stalinists - cool cold war Detente - mutual co-existence - relaxed control over Warsaw Pact Countries.

Stalin - Khrushchev - Brezhnev - Chernienko - Andropov - Gorbechov

Hungary - '56

Czechoslovakia - '68

Poland - 80's

12.4 Decolonialization

Liberalism & Nationalism (Again!)

Asia/Africa:

activity ruled by Powers - Merchantilism - there for the benefit of the Mother country - but not represented in the parliments of the Mother countries - petition and then fight. They wanted their civil rights (liberties) and their Nationalism.

China - Mao Tse Tung vs. Chiang Kai-shek (thought to be Western puppet)

India - Ghandi

Indonecia - Sukarmo

Viet Nam - Ho Chi Minh

Burma

Algeria

Kenya - '52 - '60 - Mau Mau

Angola - Mozambique

Egypt - Nassar '52

South Africa ---> African National Congress (Otawbo/Mandela)

12.5 Review Points

Hot/Cold War

Spread of Communism - how?

political organization formed to further help: EECO/Shuman plan/Marshall plan

WWII - major battles

members of the Axis powers

members of the Grand Alliance

UN & Veto Power

Battle of Viet Nam and leader of Involvement

recovery - EEC de Gaulle - what were the influenced - political systems

Russian Development

NATO & Marshall plan

China & Africa & Asia - Nationalism and development

(chapter 29)

New/Old totalitarianism ---> country examples (left and right)

Germany - developed . . . NAZI tools for lower middle class

1933 ---- "enabling acts" of Hitler

1939 ---- suffer with the Versaille Treaty --- Stormtroopers & the Final Solution

Russia: NEP (1921) Stalin/Trotsky struggle for power - Kulaks.

Italy - Facism - Mussolini takes power and control - power with

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STUDY GUIDE NOTES

1 CHAPTER 26: THE WEST & THE WORLD

1.1 STUDY OUTLINE AND REVIEW QUESTIONS

1.1.1 I. Building a world economy

1. Reasons for increase of world trade after 1800:

Brittish Empire tied the world together economically, efficient use of industrial age technology produces more goods than can be domestically used. Commitment to Free Market (laissez-faire).

Conquests of distance: railroads, power of steam (ships: lighter, stronger cheaper steel replaced iron which had replaced wood, screw propellers superseded paddle wheels), development of refrigerated railway cars and (1880) ships, Suez & Panama canals, transoceanic telegraph cables.

Foreign investment. Money to the Americas and Australia/New Zealand---interest on investment and settlement by white Europeans.

2. Opium Wars (1839-42, 56-60) Anglo-Sino dispute

The Chinese self-sufficient---trade restricted to silver, foreigners to the southern city of Canton. Brittish decided to use opium grown in India to create tension. Lin Tse-hsu, Chinese envoy (1839) cease--merchants refused and were expelled, war broke out.

Treaty of Nanking (1842), island of Hong Kong to Britian, payment of \$100 million indemnity, 4 large cities to foreign trade with low tariffs. 1856 & 60 Peking occupied by 17,000 Brittish and French troops, burning of the Emperor's summer palace, European merchants & missionaries privileges and protection.

3. The Flow of European Capital

(1913 dollars)

Great Britain:

\$ 9,000,000,000.00---> 40% to North America, 8% to European countries (including Russia), 15% to Latin America, 15% to Asia, 14% to Africa & 8% to Australia/New Zealand.

France:

\$ 6,000,000,000.00---> 50% to European countries, 20% to Latin America, 15% to Asia, 10% to Africa, 8% to North America, 7% to Australia/New Zealand.

Germany:

\$ 3,000,000,000.00---> 50% to European countries, 15% to North America, 15% to Asia, 10% to Latin America, 10% to Africa.

4. Ismail Quote

Educated in France's leading military academy and fluent in French, Ismail was a westernizing autocrat----wanted to use European technology and money to modernize Egypt.

5. British-Egyptian Conflict of 1882

Ismail plunges country heavily into debt (1876 \$450 million)---> rather than go bankrupt --- British/French political intervention--French/British commissioners of finance: guarding the Suez canal, "life line to India."

1879, Egyptian Nationalist Party, Colonel Ahmed Arabi. Ismail abdicates in favor of (weak son) Tawfiq. Riots in Alexandria, 1882, Tawfiq flees to British ship---> rebellion squashed, British rule (temporarily until 1956)---Evelyn Baring, later Lord Cromer, rules country after 1883.

military force, absolute political dominance, self-justifying ideology of beneficial reform---> new model for European expansion in densely populated lands.

1.1.2 II. The Great Migration from Europe And Asia

1. Different European Migration Patterns

Britain:

1840-1920 33% of all European migrants came from British Isles - rural poverty, preferences show British migrants (skilled/industrial technicians).

Germany:

Irregular after 1830, peak in 1850's, another in 1880's, then declined to match Germany's rapid industrialization.

Italy:

Reverse of Germany, steady climb of migration right up to 1914---poor over-crowded villages, slow industrial growth.

2. Migration Destinations

US	45%
Asiatic Russia	20%
Argentina	10%
Canada	8%
Australia/New Zealand	7%
Brazil	7%
Other	4%

3. Why did they leave? Go back?

Leaving: energetic small farmer or skilled artisan trying to stay away from poverty---displacement/overcrowded conditions/political assylum

Going back: buying land in the old country

4. Italian Migration: Who & Where?

Small landholders trying to supplant income by harvesting wheat in Argentina between December and April and planting and harvesting their own from April to December --- Frugal worker \$250 to \$300 (one-way passage \$25 or \$35 ---or even \$8).

3 of three migrants to Brazil or Argentina from Italy. France, 1911 Italian-born population 33% as big as Italian born pop in US

1.1.3 III. Western Imperialism (1880-1914)

1. What Distinguishes "New Imperialism" vs. 1800 version

Political as well as economic control!

2. Leopold II interest in Africa

A savage lust for distant territories--->"All the non-appropriated lands on the surface of the globe can become the field of our operations and of our success."

Alarmed the French, who quickly sent out an expedition under Peirre de Brazza --- raised the question of the political fate of black Africa---Africa south of the Sahara.

3. "Effective Occupation" Cause/Curtail Imperialism

no single power could claim the whole continent---Europeans would push relentlessly from all sides into the interior regions.

Caused further imperialism---> doesn't even regard the role of the indigenous peoples.

4. Fashoda Confrontation

Britain from Egypt heading south (previously heading north from Cape Town and Zanzibar).

the French heading east from Algeria and Senegal Coast and de Brazza's Congo territory.

Fashoda occupied by Major Jean-Baptiste Marchand, Dreyfus affair and unwillingness to fight prevented war between French and British over territory

5. Causes of New Imperialism

Economic motives---> trying to escape the tariff race, hoping to not be sealed off by competing countries (eg., British vs. French and German holdings). J.A. Hobson +Imperialism+ need of the rich to find outlets for their surplus capital---> colonies don't payoff (except for unscrupulous special-interest groups).

National security (eg., Suez Canal and Egypt and Sudan for the British; Panama canal zone for the US.

Navies and their bases (around the world)

Necessity of Great Nations

Social Darwinism: racial inferiority and superiority

Special-interest groups: shippers, white settlers, missionaries, humanitarians, Explorers, military men, colonial

officials.

To civilize the indiginous peoples.

6. Christianity's Role

Mission schools, eg., Nigeria's student pop 97% mission school taught as of 1942. First real contact with White men---generally more success converting the Africans than in India, China or Islamic lands. But connection with European racism probably hindered missionaries from doing better.

1.1.4 IV. Non-Western Responses to Imperialism

1. Purpose behind Great Rebellion in India 1857-58

The last attempt to drive the white man out by military force --- insurrection by Muslim and Hindu mercenaries in the British army spread throughout northern and cnetral India befoe it was finally crushed, primarily by loyal native troops from southern India.

2. Advantages/Disadvantages of White Rule in India

Advantages:

- Education
- Irrigation projects
- 3rd Largest Railroad system
- United Indian people

Disadvantages:

- racial discrimination (really bugged the Indian-Elite)
- lack of home-rule

3. Meiji Restoration/Why Turning point?

1867, patriotic samarai, restored the political power of the emperor "enrich the state and strengthen the armed forces."

Rather than fighting and then quitting the Japanese emulated the Europeans to their advantage, admitting the European military and technological superiority.

Page 77 "Japan must be reborn with America as its Father and France as its mother. ---> harness the power in Europe's dual revolution in order to protect their country and catch up with the West. liberal society with a military reorganized along French/German lines (3 years mandatory service for all males and a professional officer corps).

4. How Well Did the Japanese Copy Europe/Which Ideas

They were very successful---Social liberties (creative energy explosion) and a strong military---> rejected democracy in favor of an authoritarian constitution (German Empire)---> became expansionistic. First non-Western power to use "love of country" to transform itself and thereby meet the many-sided challenge of Western Expansion.

5. Manchu Dynasty: trad or mod response?

The first 30 years, 1860-1890, was moderately modern---allowing the Europeans to have what they wanted and adopted some aspects of the Western gov't and technology while maintaining traditional Chinese values and beliefs. From 1890 - 1911 the road was quite rocky and unstable.

6. Causes of Chinese Revolution (1911-12)

- instability of gov't in the face of Japanese aggression (1894-5)
- threat of annexation by Western Powers - repeat of the Race to Rule Africa (Chinese-style) ----> thwarted by US opposition.
- polarization of sentiments by modernists (Sun Yat-sen) and traditionalists (the Boxers).

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CHAPTER 27: THE GREAT BREAK: WAR & REVOLUTION

1 STUDY OUTLINE AND REVIEW QUESTIONS

1.1 I. The First World War (1914-1918)

1.1.1 1. Great Powers motives/interests 1871-1914

Isolate France! And keep the peace via Bismarckian Alliances (with Russia and Austria-Hungary)

1.1.2 2. Reinsurance Alliance

Alliance between Russia and Germany-not renewed by William II-1894 Russia and France become military allies

1.1.3 3. British-German love-hate

"Natural alliance"---blood ties of Anglo-Saxons, good feelings between Prussia and G.B. since 1750's gave way to Anglo-German rivalry (imperialism of William II)---> Boer Wars and anti-Anglo sentiment.

1.1.4 4. Moroccan Crisis of 1905

Anglo-French Entente---Great Britain in Egypt/France in Morocco<---Germany wanted to drive Great Britain and France apart, bullied dismissal of Delcasse and wanted conference to question whole Moroccan affair. Great Britain and France banded together and Germany leaves empty-handed.

1.1.5 5. Congress of Berlin 1878 & Balkin area/Loser?

Demise of Ottoman Empire: division of territories to Austria-Hungary (Bosnia/Herzegovina), Serbia, Rumania and part of Bulgaria won independence---the Ottoman Empire and eventually Austria-Hungary, against the call of nationalism

1.1.6 6. 3rd Balkan War

Nationalism. Bosnian revolutionaries with the support of Serbia assassinated Archduke Francis Ferdinand and Austria-Hungary responded with an ultimatum to Serbia. War was declared, Russia mobilized---> Germany mobilized on the West and attacked neutral Belgium when German armies were not permitted to pass through the area---> England declared war on

1.1.7 7. Most/Least Responsible

Most responsible: Austria-Hungary ---> direct involvement; Germany ---> political fool-ups re: previous alliances and departure from Bismarckian system.

Page 27 Least responsible: France--- attacked for being there.

1.2 II. The Home Front

1.2.1 1. Impact of War on Econ/Popularity

The economy boomed---rigid controls produced incredible "War Machine"---war extremely popular---> surge of

1.2.2 2. Organized Labor & Women

Organized labor won respect of their gov'ts---bargaining positions--->unions toed the nationalist line---proved themselves.

Women got involved in the factories --- highly visible.

1.2.3 3. "Equalizing effect"

economic boon---steady employment, a nation on the move to produce for the boys overseas=money in the pocket of the workers.

1.2.4 4. The Strain of War

France demoralized with Neville's disastrous offensive---> soldiers refused to fight. Germany- unity falling, Socialists call for peace, Britain Irish revolt-Austria, nationalist conflicts - Russia ---> the revolution.